

MULTIMEDIA



UNIVERSITY

STUDENT ID NO

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# MULTIMEDIA UNIVERSITY

## FINAL EXAMINATION

TRIMESTER 3, 2016/2017

**PLT 0014 – UNIVERSITY LEARNING TECHNIQUES**  
(EE41)

31 MAY 2017  
2.30 P.M. – 4.30 P.M.  
(2 Hours)

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### INSTRUCTIONS TO STUDENTS

1. This Question paper consists of 6 pages with 2 sections, excluding cover page.
2. **Section A:** Multiple-Choice Questions (20 Marks). Answer **ALL** questions.
3. **Section B:** Structured Questions (80 Marks). Answer **ALL** questions.
4. Please shade your answers for questions Section A in the multiple-choice answer sheets; and write your answers for Sections B & C in the answer booklet provided.

**SECTION A: MULTIPLE CHOICE QUESTIONS (20 marks)****Instructions:** Read the following article, and then answer questions 1-10.**THE REAL WORLD****Bilingual Children**

What happens to children who are exposed to two or more languages from the beginning?

How confusing is this for a child? And how can parents ease the process? At least two important practical questions surround this issue of bilingualism:

- Should parents who speak different native languages try to expose their children to both, or will that only confuse the child and make any kind of language learning harder? What's the best way to do this?
- If a child arrives at school age without speaking the dominant language of schooling, what is the best way for the child to acquire that second language?

**Learning Two Languages at the Same Time**

Parents should have no fears about exposing their child to two or more languages from the very beginning. Such simultaneous exposure does seem to result in slightly slower early steps in word learning and sentence construction, and the child will initially "mix" words or grammar from the two languages in individual sentences. But bilingual children catch up rapidly to their monolingual peers.

The experts agree that the best way to help a child to learn two languages fluently is to speak both languages to the child from the beginning, *especially* if the two languages come at the child from different sources. For example, if Mom's native language is English and Dad's is Italian, Mom should speak only English to the infant/toddler and Dad should speak only Italian. If both parents speak both languages to the child or mix them up in their own speech, this is a much more difficult situation for the child and language learning will be delayed. It will also work if one language is always spoken at home and the other is spoken in a day-care center, with playmates, or in some other outside situation.

**Bilingual Education**

For many children, the need to be bilingual does not begin in the home, but only at school age. In the United States today, there are 2.5 million school-age children for whom English is not the primary language of the home. Many of those children arrive at school with little or no facility in English. Educators have had to grapple with the task of teaching children a second language at the same time that they are trying to teach them subject matter such as reading and mathematics. The problem for the schools has been to figure out the best way to do this. Should the child learn basic academic skills in his native language and only later learn English as a second language? Or will some combination of the two work?

The research findings are messy. Still, one thread does run through it all: Neither full immersion nor English-as-a-second-language programs are as effective as truly bilingual programs in which the child is given at least some of her basic instruction in subject matter in her native language in the first year or two of school but is also exposed to the second language in the same classroom. After several years of such combined instruction, the child makes a rapid

transition to full use of the second language for all instruction. Interestingly, in her analysis of this research, Ann Willig has found that the ideal arrangement is very much like what works best at home with toddlers: If some subjects are always taught in one language and other subjects in the other language, children learn the second language most easily. But if each sentence is translated, children do not learn the new language as quickly or as well.

—Conger and Galambos, *Adolescence and Youth*, 5e, p. 230

1. The title of the article is \_\_\_\_\_

- A. "The Languages of Parents and Children."
- B. "Bilingual Children in Public Schools."
- C. "The Real World (Bilingual Children)."
- D. "Learning to Speak English."

2. The issue that the article focuses mostly on is \_\_\_\_\_

- A. the best way to teach two languages to children.
- B. the conflicts encountered by bilingual children.
- C. research findings on the academic performance of bilingual children.
- D. whether parents should teach their children a foreign language.

3. The author's view on whether parents should expose young children to two languages is that \_\_\_\_\_

- A. it is better to teach a child only one language at a time.
- B. children can be expected to learn a second language only after they've mastered the first.
- C. teachers should teach a second language to a child if that language is spoken in the home.
- D. parents should not be afraid to expose their children to two or more languages.

4. In the author's view, the *best* way to help a child learn two languages fluently is to speak \_\_\_\_\_

- A. both languages to the child from the beginning.
- B. a second language to the child only after the child is fluent in the first.
- C. both languages to a child but wait until the child is at least school age.
- D. only one language to the child to avoid confusion.

Continued...

5. The need to be bilingual begins for many children \_\_\_\_\_

- A. at school age.
- B. at home.
- C. during the preschool years.
- D. as soon as the child develops language.

6. According to the article, research findings on this topic are \_\_\_\_\_

- A. consistent.
- B. abundant.
- C. messy.
- D. rare.

7. Research indicates that the best way to teach bilingual children is through \_\_\_\_\_

- A. full immersion programs.
- B. English as a second language (ESL) programs.
- C. truly bilingual programs or combined instruction.
- D. the same methods as monolingual children.

8. With appropriate instruction, a bilingual child can master the second language in \_\_\_\_\_

- A. six months.
- B. nine months.
- C. one year.
- D. several years.

9. When each sentence is translated for a bilingual child, the child typically \_\_\_\_\_

- A. learns the second language more slowly.
- B. learns the second language better.
- C. never learns the second language.
- D. quickly forgets the first language.

Continued...

10. The author's purpose in writing this article is to \_\_\_\_\_

- A. criticize.
- B. entertain.
- C. persuade.
- D. inform.

### SECTION B: STRUCTURED QUESTIONS (80 marks)

Answer ALL questions.

**Instructions:**

1. Your cousin, Sue, did not do well in her previous exam. One of the reasons that you observe is she does not know how to manage her time.

### COVEY'S TIME MANAGEMENT MATRIX



Please use Covey's time management matrix (as shown above) to do your illustration:

- a. Explain what these FOUR quadrants mean. (4 marks)
- b. List the activities / examples for EACH quadrant. (12 marks)
- c. Which quadrant's activities should Sue "MANAGE"? (1 mark)
- d. Which quadrant's activities should Sue "FOCUS"? (1 mark)
- e. Which quadrant's activities should Sue "AVOID"? (1 mark)
- f. Which quadrant's activities should Sue "LIMIT"? (1 mark)

(20 marks)  
Continued...

2. Read the following passage and **organize the information** within the text by completing outline that follows it. (20 marks)

### Changes in the Family

Changes in our society in recent years have weakened family life. First of all, today's mothers spend much less time with their children. A generation ago, most houses got by on Dad's paycheck, and Mom stayed home. Now many mothers work, and their children attend an after school program, stay with a neighbor, or go home to an empty house. Another change is that families no longer eat together. In the past, Mom would be home and fix a full dinner: salad, pot roast, potatoes, and vegetables, with homemade cake or pie to top it off. Dinner today is more likely to be takeout food or TV dinners eaten at home, or fast food eaten out, with different members of the family eating at different times. Finally, television has taken the place of family conversation and togetherness. Back when there were meals together, family members would have a chance to eat together, talk with each other, and share event of the day in a leisurely manner. But now families are more likely to be looking at the TV set than talking to one another. Many homes even have several TV sets, which people watch in separate rooms. Clearly, modern life is a challenge to family life.

~"English Skills", John Langan

Topic Sentence: \_\_\_\_\_

A. Mothers

1. Formerly \_\_\_\_\_
2. Now \_\_\_\_\_

B. Eating habits

1. Formerly \_\_\_\_\_
2. Now \_\_\_\_\_

C. \_\_\_\_\_

1. Formerly \_\_\_\_\_
2. Now \_\_\_\_\_

Concluding Sentence: \_\_\_\_\_

Continued...

3. Jeff's lecturer introduced several **active reading techniques** to the students; however, Jeff still does not know what SQ3R is. As his friend, please use a **Mind Map** to visualize this **SQ3R technique**, and guide Jess to use it. (20 marks)
  
4. Maggie would like to know how to take notes using **Cornell Note-Taking System**. Using the example of "**The Memory System**", teach her how to take notes using the Cornell Notes. (20 marks)

**End of Page**